

DukeEngage 2017: A Blueprint for Deeper and Broader Engagement





EXECUTIVE SUMMARY

In the spring semester of 2012, DukeEngage launched a strategic planning process that sought to identify aspirational goals for our next five years. This planning process, which involved a cross-section of constituents, has reminded those of us who have created and shaped DukeEngage that we are involved in a deeply meaningful endeavor that has touched many lives. We have greatly benefited from the resources, energy, creativity, and commitment of Duke University students, faculty and staff, as well as our community partners in the United States and abroad. We also recognize that the work we do involves a trust between Duke and our community partners—a trust that we will continue to honor in the years ahead.

We are pleased to present a strategic plan whose elements have drawn from the insights of many, and we wish to thank our stakeholders who have been generous with their time and ideas. Our strategic planning efforts have resulted in the identification of six core strategic goals that will guide our work throughout the next five years.

CORE STRATEGIC GOALS FOR DUKEENGAGE FOR 2017

GOAL 1: Curricular Connections

DukeEngage will be a keystone in the seamless integration of the co-curricular and curricular dimensions of civic engagement at Duke University.

GOAL 2: Faculty Engagement

Faculty expertise and involvement will be signature features of DukeEngage, informing all aspects of what we do starting with the selection of new program sites through the integration of DukeEngage experiences with the undergraduate curriculum.

GOAL 3: Community Partner Engagement

Through exemplary efforts to exchange knowledge about solutions to 21st century challenges across state, national and international borders, DukeEngage will be known as a civic leader among peer universities because of the range and depth of the relationships we forge with community partners.

GOAL 4: Expanding Civic Engagement Opportunities in the United States

DukeEngage will be recognized for its commitment to provide Duke students with meaningful and varied opportunities to serve more communities in the United States.

GOAL 5: Enrollment Growth

DukeEngage will recommit itself to the goal of enrolling 600 students annually by 2017.

GOAL 6: Resource Development

DukeEngage will raise at least an additional \$20 million in current and endowment support as part of the comprehensive campaign that will launch publicly in September 2012.

By 2017, upon accomplishing each of our core strategic goals, DukeEngage will provide deeper and broader engagement for all of stakeholders and underscore its value to Duke University as one of its signature undergraduate programs.



I. FROM BIG IDEA TO GLOBAL PROGRAM: DUKEENGAGE, 2006-2012

During the summer of 2012, DukeEngage celebrated its fifth anniversary, having funded and supported the civic engagement experiences of more than 2,000 students in the United States and 70 nations worldwide. What began as “The Big Idea Task Force,” convened by Provost Peter Lange in the fall of 2006 to create a program that capitalized on the University’s strategic goal of using “knowledge in the service of society,” is now one of the most identifiable programs at Duke and the leading reason cited by prospective high school students about why they are applying to the University. The momentum and success of the program was propelled by two \$15 million endowment gifts – one from the Bill and Melinda Gates Foundation and one from The Duke Endowment.

DukeEngage is, in many ways, a reflection of the most important qualities of Duke, which only a generation ago was a highly regarded regional University and now is a major presence in global higher education. Bold, experimental and nimble, Duke has embraced initiatives that might be eschewed by more tradition bound institutions. It is just this mind-set of ambition with purpose – this culture of bold thinking – that enabled Duke to create DukeEngage, a civic engagement program that stands out for its magnitude and global reach. And to the extent that DukeEngage embodies three of the most important core strategic values of the University – globalization, interdisciplinarity and knowledge in the service of society – DukeEngage could probably only exist here at Duke.

The early success and institutionalization of DukeEngage is best seen as part of broader trends both at Duke and in the American higher education landscape. For the former, Duke has had a long tradition of civic engagement, through programs like Hart Leadership, the Office of Service Learning, and the Community

Service Center, and in community outreach, through the Center for Documentary Studies, the Duke-Durham Neighborhood Partnership and the Global Health Institute, to name just a few. As such, DukeEngage did not come from out of the blue, but instead grew quickly in the fertile ground created by the historic mission of the University. DukeEngage did propel the civic engagement agenda at the University by bringing resources and structure to these already significant programs, but could not have grown as it has without a campus community that already understood the importance of connecting students to real-world issues.

Concomitant to the growth of DukeEngage has been the emergence of the Duke Center for Civic Engagement (DCCE), the Office of Durham and Regional Affairs (D&RA) and the Duke Partnership for Service, each a civic engagement or outreach initiative that has grown over the last five years. DukeEngage and the significant resources that Duke has invested in it have served as catalysts for other initiatives that also aim to connect our university’s significant resources to address a plethora of societal challenges.¹

In addition to charting a new course for civic engagement by providing fully funded, immersive civic engagement experiences for Duke students (without regard to financial need) in the United States and abroad, DukeEngage has also played an important role in shaping University practices and procedures as our global presence has expanded, particularly in the areas of risk management, international travel and student stipend policies. Given the complexity of DukeEngage operations, we are regularly asked to consult with institutions around the country — and the world — on how to build these kinds of programs.

¹ Initially, DukeEngage was a constituent component of the DCCE. The Klein-Wells report, issued early in 2010, advocated for the separation of DukeEngage from the DCCE, and today DukeEngage reports directly to the Provost and Vice Provost for Undergraduate Education.



as our global presence has expanded, particularly in the areas of risk management, international travel and student stipend policies. Given the complexity of DukeEngage operations, we are regularly asked to consult with institutions around the country—and the world—on how to build these kinds of programs.

Nationally, DukeEngage has contributed to and benefited from the continued emergence of civic engagement initiatives in higher education. The growth of Campus Compact, the creation of an elective classification for community engagement for campuses by the Carnegie Endowment for the Advancement of Teaching (which Duke earned in 2008), the founding of the Talloires Network of civically engaged universities around the world, and the increasingly important role of The Research University Civic Engagement Network (TRUCEN) in the United States all underscore the importance of civic engagement in reconceptualizing higher education in the 21st century. The Tisch College for Active Citizenship at Tufts University and the new mandatory service learning requirement for undergraduates at Tulane University are two bold examples of recent initiatives that demonstrate the transformative impact of civic engagement on undergraduate education in America. Surely more will emerge.

Related to this national trend is the increasing recognition that all institutions of higher education – from community colleges to Research I institutions – have a role to play in addressing local, national and international societal challenges and unmet social needs. The scaling back of the social welfare functions of governments across the developed world and the concentration of knowledge resources in higher education have created a broad understanding amongst political and education leaders that the days of the Ivory Tower are or should be a thing of the past. Indeed, there is a moral and ethical imperative for institutions of higher learning to contribute to the public good and foster democratic citizenship. In short,

colleges and universities are obligated and well positioned to give back and to engage communities. The importance of this overall role is underscored in “A Crucible Moment: College Learning and Democracy’s Future,” a report issued in 2012 by the National Task Force on Civic Learning and Democratic Engagement with funding from the U.S. Department of Education. It urges institutions like ours to:

Expand the number of robust, generative civic partnerships and alliances, locally, nationally and globally to address common problems, empower people to act, strengthen communities and nations, and generate new frontiers of knowledge.²

Our fifth anniversary is not only a time to celebrate DukeEngage, its history, its successes, and its organizational evolution, but also a time to pause and to engage our network of stakeholders to assess what we have done well, what we have not done so well, and what our next five years could hold. Those of us who have grown DukeEngage from its infancy welcome the opportunity to bring intentionality to our aspirations for the future. We are proud of our accomplishments and not naïve about our challenges. This work is challenging and complicated, taking students and faculty out of the relatively controlled classroom environment into the real world where natural disasters, political upheavals and varying cultural norms insert unpredictability into this enterprise of undergraduate education. It is, in fact, these very same factors that make our immersive civic engagement experiences so profoundly transformative. And it is no doubt true that our aspirations will not be easy to accomplish in five years’ time. Still, these are challenges that we relish; and to the extent that our program is only as strong as Duke and its committed students, faculty and staff, we remain optimistic that together we will engage the next five years with the same creativity and commitment that led to the creation of DukeEngage five years ago.

² *The National Task Force on Civic Learning and Democratic Engagement: 2012. “A Crucible Moment: College Learning and Democracy’s Future.” Washington, DC: Association of American Colleges and Universities, p. v1.*



II. THE PROCESS BEHIND THE PLAN: LISTENING TO STAKEHOLDERS AND THOUGHT LEADERS

During our strategic planning period, DukeEngage staff conducted focus groups and surveyed key external stakeholders from seven groups: student alumni, members of the DukeEngage student advisory committee, faculty and staff program leaders, DukeEngage staff, members of the greater Duke University community, thought leaders in the field of higher education civic engagement, and community partners of DukeEngage programs.

Over a period from early February through late May 2012, a total of 132 responses were received from participants in the focus groups and respondents to the surveys. More specifically, 91 complete surveys were received (from 257 invitations issued, a response rate of 35.4%). An additional 22 members of the university community and the DukeEngage program staff (excluding in-house DukeEngage staff) participated in two focus group sessions led by William Slebos, a consultant with the Constellation Group.

Furthermore, 28 students participated in four focus groups. Three of the opportunities, which were open to program alumni extending as far back as the 2007 cohort who participated in our pilot summer, were led by Dr. Natalie Jackson of the Duke Initiative on Survey Methodology; 20 students attended these sessions. The fourth session for eight DukeEngage Student Advisory Committee members was led by DukeEngage's evaluation and assessment coordinator, Jacki Purtell. William Slebos led a final preference exercise and focus group discussion with 12 members of the DukeEngage National Advisory Board to consider a set of strategic questions about fundraising and resource development. Following that session and a subsequent conference call to Board members, the DukeEngage staff convened to set goals around the themes that had emerged from the data collected.

III. THE MISSION AND VALUES GUIDING OUR PLAN

Our mission statement and values guide our work. We developed our mission statement soon after the creation of DukeEngage, and our staff, in consultation with our program directors, identified our organizational core values in 2011. That exercise provided important preliminary work that greatly informed our work on this strategic plan. We present these to you here in summary and in full in the Appendix to share our most important commitments.

Our Mission

DukeEngage empowers students to address critical human needs through immersive service, in the process transforming students, advancing the University's educational mission, and providing meaningful assistance to communities in the U.S. and abroad

What DukeEngage Values

We are guided by five core values as we connect Duke University undergraduates with domestic and international communities in meaningful service partnerships. These core values inform everything that we do.

- DukeEngage values education through immersive civic engagement as the fundamental goal of our work.
- DukeEngage values community driven service with our domestic and international community partners as a means to addressing pressing human needs.
- DukeEngage values participants who pursue their service with humility, respect and curiosity, and who seek to understand how global inequalities shape our world.
- DukeEngage values ongoing service by its students to local, national and international communities.
- DukeEngage values responsible stewardship of financial, environmental and human resources.



IV. DUKEENGAGE STRATEGIC GOALS: 2012-2017

As outlined in the executive summary, we have identified six strategic goals that will motivate our work over the next five years. For each goal, we provide background on the issue, an account of what we currently do in the area, the challenges that confront us, and specific objectives with benchmarks. This part of the report gives life to our aspirations and goals, and provides the blueprint for the program growth that we embrace.

GOAL 1: CURRICULAR CONNECTIONS

DukeEngage will be a keystone in the seamless integration of the co-curricular and curricular dimensions of civic engagement at Duke.

The issue

We have long aspired for DukeEngage to be part of a seamless integration of the curricular and the co-curricular experience at Duke. We believe DukeEngage should relate to a student's academic course of study, whether it reinforces a student's passion to become more informed and educated about a region of the world, to understand principles fundamental to an academic discipline in light of observation and participation in a civic engagement project, or the study of a foreign language. The ways in which students might connect their DukeEngage experience are rich and varied. In seeking input from the stakeholders of the program, perhaps no issue was of more interest than efforts to better connect DukeEngage to the curriculum.

What we do now

Much has already been accomplished in this area. Some DukeEngage programs have course or skills requirements. For example, our programs in Beijing and Santiago require students to be proficient in the native language; our program in Tanzania

requires participants to enroll in a course, Literacy through Photography; and our program in Zhuhai, China requires students to have been enrolled in arts-related courses. Not only do prerequisites make the DukeEngage experience a more integral and intentional element of academic life at Duke, but they also significantly enhance a student's preparation for their civic engagement efforts. We have also worked with program directors to provide resource materials for students that, among other things, list related courses that students might take following their DukeEngage involvement. Currently, programs we offer in collaboration with Volunteer Sending Organizations (VSOs), which do not benefit from faculty leadership, are the least integrated with academic courses.

We have created important preparatory and post-experience programming to promote student development and the best possible experience for our community partners. This has been an area of particular innovation as DukeEngage has matured. The addition of the position of Assistant Director for Training and Student Development soon after the creation of DukeEngage enabled us to experiment with a variety of formats and approaches in this area, from the individual advising of students to the creation of the DukeEngage Academy, the largest University civic engagement training program in the country. Our core belief that the DukeEngage experience is deepened from these kinds of connections motivates our efforts in this area. Students who take advantage of additional pre- and post-program opportunities beyond our mandatory Academy elevate the value of their overall experience.

A \$200,000 grant from the Arthur Vining Davis Foundations in 2010 enabled us to build new programming in this area. We launched a Washington DC study tour in the spring of 2012, which exposed students to governmental and civic engagement career opportunities. We plan to experiment with a New York study tour in the coming years focused on philanthropy, and to institutionalize these into our regular post-experience offerings. The same is true



for three post-program, faculty-led retreats that this grant also funded. We will continue to experiment, innovate and evaluate in this area.

DukeEngage's presence on campus has infused the curriculum in a number of ways. A new FOCUS cluster on "Knowledge in the Service of Society" began in the fall of 2011, led by Jan Rigsbee and David Malone, professors in the Duke Program in Education, and DukeEngage Executive Director Eric Mlyn. The cluster not only introduces students to the academic field of civic engagement but also provides them with the opportunity to tutor in the Durham public schools. For the last four years, a house course on DukeEngage has allowed students who return to campus after a summer of service or those who are thinking about applying to DukeEngage to think more deeply about the meaning of civic engagement. And several faculty, including Bob Korstad, Leela Prasad and Tony Brown, have developed new academic courses that seek either to prepare students for their DukeEngage experiences or to follow-up on these experiences when they return to Duke.

Not all of the impetus to connect the DukeEngage experience to the curriculum originates directly with faculty. Of the students who participated in DukeEngage in 2009 and 2010, 58% of those responding to a reflection survey six months after the end of their programs report that they changed their academic trajectory as a result of their DukeEngage experience. Some changed majors or added a certificate program or academic minor, and 34% reported that they changed at least one class.

Challenges

Most of our stakeholders feel strongly that more steps can and ought to be taken to increase the interconnectedness of DukeEngage and curriculum. Because DukeEngage is not for credit, and not housed in an academic department, it is possible that a student's participation in the program may be relatively disconnected from their academic life at Duke. Our students

participate in a wide range of curricular and co-curricular activities that sometimes results in a great breadth of experiences but without the depth that enhances knowledge and understanding.

How we will become a keystone in the seamless integration of the co-curricular and curricular dimensions of civic engagement at Duke

1. DukeEngage leadership will participate in the development of a curricular or transcript designation for civic engagement.

We will work with other units to create a certificate program in civic engagement to allow students to craft an integrated pathway for significant volunteer service linked to academic course work. Models for such a designation exist at many peer institutions. Work on this has already been done in conjunction with the Office of Service Learning and DCCE to create a transcript designation for civic engagement. Though recent conversations with the Curriculum Committee have suggested that a new kind of designation may not be supported, work continues with Dean of Trinity College Lee Baker to create a certificate in civic engagement or some related curricular pathway for students. DukeEngage is committed to supporting the development of this initiative, and it will partner with central academic units on campus, including the Program in Education and the Sanford School of Public Policy.

(Begin Academic year 2012-2013, complete Academic year 2013-2014)

2. DukeEngage will form links to existing Centers, Schools, Institutes, and curricular paths already in existence.

Faculty and staff of many of Duke's Centers, Schools and Institutes have been an important source of support for DukeEngage throughout its first five years. Many units already had as important parts of their missions outreach to the communities with which they work. We will develop models of collaboration with units so that they not only offer and support the summer DukeEngage experience, but also provide assistance to the preparation and follow-up for this experience. This will be one of the first and primary



tasks of the faculty task force identified below in goal two. Possible partners for building this model include the Center for Documentary Studies, the Duke Islamic Studies Center, the Nicholas School of the Environment, and the Global Health Institute. And to the extent that these campus units have majors, minors or certificates, our goal is to have these become part of those curricular offerings. As part of this initiative, we will forge strategic alliances with majors, minors and certificate programs whereby DukeEngage programs become an integrated experiential component of an academic course of study. This may also include links to FOCUS programs and DukeImmerse.

(Academic year 2013-14)

3. DukeEngage will develop prerequisites and follow-up to each DukeEngage experience as part of establishing curricular pathways.

We commit to work with our program directors and VSOs in order to more clearly explicate what kinds of course work are either required or strongly encouraged for participation in a particular DukeEngage experience as part of the development of curricular pathways for our programs. It is our goal that program presentations and related web site content will clarify what is required and what will benefit DukeEngage students, and that we make clearer, in collaboration with program directors, how students can intentionally connect their experiences to their course of study through use of the DCCE online Knowledge Maps and to program-related library guides.

(Academic year 2012-2013)

4. DukeEngage will promote and encourage House Courses.

Numerous House Courses have allowed students to explore civic engagement more deeply. These courses have ranged from one focused generally on civic engagement to those that have been inspired by specific DukeEngage programs. These student-designed courses, open to all, can help prepare both incoming and returning DukeEngage participants. Likewise, they foster

peer-to-peer learning, which amplifies meaning and understanding among a variety of civic engagement experiences. DukeEngage Executive Director Eric Mlyn, in conjunction with our Assistant Director for Training and Student Development will work with program leaders and students on this goal.

(Calendar year 2012 and on-going)

5. DukeEngage will connect student experiences with the broad range of undergraduate research.

Though we already know that many DukeEngage experiences lead to independent studies and honors theses, we aspire to broaden and deepen these curricular ties. We have piloted a topical session on this at the DukeEngage Academy, and plan to work with the Office of Undergraduate Research to pilot a proseminar that would prepare students to tackle these kinds of projects.

(Academic year 2013-2014 and ongoing)

Benchmarks to measure our progress

- Successful development of a comprehensive civic engagement certificate or designation that enrolls at least 25 former DukeEngage participants by 2017.
- DukeEngage will establish formal agreements with at least three academic majors or certificate programs to embed participation in a tailored DukeEngage program as a required experiential component by 2014.
- Each DukeEngage program will articulate and publish a curricular pathway for students to consider before and after participation by 2014.
- DukeEngage will facilitate the creation of 10 house courses related to its programs to be led by faculty and taught by student participants annually by 2017.
- DukeEngage will work with the Office of Undergraduate Research to sponsor one pro-seminar annually for students completing independent research projects and senior theses related to their DukeEngage experience by 2014.



GOAL 2: FACULTY ENGAGEMENT

Faculty expertise and involvement will be signature features of DukeEngage, informing all aspects of what we do starting with the selection of new program sites through the integration of DukeEngage experiences with the undergraduate curriculum.

The issue

For DukeEngage to reach its full potential, it must not only be a program at Duke, but fully of the University. This calls upon us to envision not only a wider range and greater variety of roles for Duke faculty in our programs but also an effective voice for faculty in setting the directions we take during the next five years.

What we do now

Since 2007, members of the Duke faculty have served in a variety of capacities to advise DukeEngage and lead our programs. For example, until 2010, DukeEngage benefitted from the expertise of a faculty advisory board that served both DCCE and DukeEngage. Starting in 2008 and each year thereafter, professors have led a majority of DukeEngage programs, but their programs have not recently enrolled a majority of participants. Thus, while the number of faculty-led programs has varied from a high of 77% in 2008 to 62% in 2012, this year only 40% of all DukeEngage students are participating in them. DukeEngage programs offered in collaboration with Volunteer Sending Organizations (VSOs) have served the majority of students due to their capacity to support larger numbers of students in host communities.

In past years, faculty have also led between four and 26 credit-bearing courses recommended as follow-up opportunities after DukeEngage programs. Annually, student participants have identified between 40 and 59 specific courses that they enrolled in as a self-selected follow-up to their DukeEngage programs, and

Duke faculty have also mentored more than 150 students who have participated in DukeEngage through independent service projects.

Faculty and university staff have played an integral role in mentoring independent projects. They provide valuable guidance in project formulation, implementation and follow-up. In the fall of 2010, Vice Provost for Undergraduate Education Steve Nowicki convened a group of these mentors and DukeEngage staff in an effort to strengthen this aspect of the program. The result has been a required capstone project for all independent projects and a dedicated DukeEngage staff member to recruit students and oversee these projects. DukeEngage since has seen a significant increase in the number and quality of these projects.

The challenges

Up to now, the role of faculty in DukeEngage has largely been defined by their service in realizing the success of the discrete components of DukeEngage rather than in formulating its overall direction. Most significantly, they have assumed an invaluable and challenging role in leading programs, primarily those located abroad. Program leadership comprises a variety of labor intensive steps starting with conceptualizing and proposing a civic engagement program, interviewing and selecting student participants, facilitating community partnerships and student placements, leading the summer program on-site for anywhere from two to eight weeks, and integrating their DukeEngage work into subsequent teaching and research. In addition to program leadership, faculty members continue to volunteer their time to advise and mentor a significant share of the 50 or so participants each year who pursue individually designed independent projects.

Members of the faculty, however, have had no appreciable role in selecting or participating in the approximately 40% of programs we offer annually in collaboration with VSOs. Additionally, since



the administrative reorganization of the DCCE and the shift of its faculty advisory board to a sole focus on the development of the Center, DukeEngage has lacked a formal relationship with a standing faculty group. Instead, DukeEngage has sought and benefited from the advice of faculty on an ad hoc basis for specific programmatic tasks, e.g., evaluating new program proposals.

How we will incorporate faculty expertise and involvement as signature features of all aspects of DukeEngage

For DukeEngage to succeed in reaching this goal, we must have effective guidance and leadership from a broad cross-section of regular-rank faculty.

1. DukeEngage Executive Director Eric Mlyn and Vice-Provost and Dean for Undergraduate Education Steve Nowicki will charge a limited-term task force to:

- a) formulate a broad vision to unify our varied programs and guide us in the creation of new ones;
- b) submit a review of the adequacy of current faculty roles, compensation, incentives, and recognition in light of the breadth of the DukeEngage program;
- c) recommend effective roles for faculty in areas of the DukeEngage experience in which they are currently underrepresented, particularly roles that:
 - i) contribute to the substantive focus and content of group programs and to the pre- or post- experience, but do not entail the time commitment required to direct a summer program;
 - ii) aid DukeEngage in its efforts to broaden civic engagement opportunities in the United States;
 - iii) involve faculty in a formal advisory role with DukeEngage programs offered in collaboration with VSOs to enrich and deepen the experience of students participating in them.

(Calendar year 2013)

2. With the advice of the Executive Director of DukeEngage, the Provost and Vice-Provost and Dean for Undergraduate Education will appoint a standing faculty advisory board, whose charter it is to advise DukeEngage staff about paths best suited to sustained faculty involvement and curricular integration.

(Academic year 2013-2014)

Benchmarks to measure our progress

- Duke faculty will have a significant leadership or advisory role in 60% of DukeEngage programs serving at least 60% of participating students, as defined by the Provost's task force, by 2017.
- The DukeEngage faculty board will assist the program to create and promulgate a statement to clarify the pedagogic vision of the program to guide future growth by 2013.

GOAL 3: COMMUNITY PARTNER ENGAGEMENT

Through exemplary efforts to exchange knowledge about solutions to 21st century challenges across state, national and international borders, DukeEngage will be known as a civic leader among peer universities because of the range and depth of the relationships we forge with community partners.

The issue

To provide opportunities for meaningful, immersive service placements for its participants, DukeEngage nurtures a vast range of partnerships with an immensely varied group of non-profit organizations in the United States and abroad. In 2011, program participants served with 169 community partner



organizations in 57 communities and 43 countries. Because of the geographic distances between Duke University and most of these organizations, relationships between DukeEngage and community partners tend to be limited to a specific range of goals related to student placement. There have been many fewer opportunities and avenues for the creative exchange of knowledge about the how these organizations meet societal challenges, as well as for the staff of these organizations to share their expertise and advice for advancing DukeEngage as a university-based civic engagement program. In 2012, DukeEngage finds itself at the nexus of a yet to be tapped resource, and, thus, has a unique role to play in leveraging the strength of a worldwide network of activists, experts and social entrepreneurs.

What we do now

DukeEngage fields an increasingly large proportion of programs, now standing at 87% of the total, which take place in the same communities annually and work with the same NGO partners over several years. Through our multi-year contact, we have learned, largely through program reports, participant surveys and direct surveys of community partners, about how best our participants can effectively contribute to the mission and work of particular organizations.

After the 2010 summer, a sample of our community partners told us that one of the primary benefits community partners receive from participating in DukeEngage was expanded organizational capacity; 19% of responding supervisors reported that the greatest benefit their organization received was the extra staff capacity students provided. Additionally, about 17% of supervisors found that the primary benefit of hosting students was the extra help students provided to an organization's programs. About 92% of supervisors participating in the 2010 community partner impact survey reported that they would work with DukeEngage students again.

The challenges

Beyond our success in building a placement model of community partner relationships, our efforts generally have not matured to encompass a wider range of bi-directional exchanges of training and expertise. Information we gathered from community partner surveys conducted both before and during the strategic planning period indicate that partner believe there is much that they, our students and DukeEngage as a program can benefit from by creating new avenues for the two-way exchange of knowledge. DukeEngage shares this view.

How we will expand the range and depth of the partnerships DukeEngage forges with its non-profit community partners

For DukeEngage to succeed in reaching this goal, we will recast our relationships with community partner organizations as dynamic, ongoing exchanges of information and expertise that also encompass the fundamental goal of student placement and development.

1. DukeEngage will invite a representative from two community partner organizations, one national and one international, to join the DukeEngage National Advisory Board.

(Academic year 2013-2014)

2. DukeEngage will host one actual or virtual conference, depending upon the availability of resources, that brings together members of the Duke community and U.S. and international community partners every even-numbered year.

This will provide opportunities for partners to benefit from the intellectual capital of the University, to showcase the important work they do in their cities, towns and nations, and to promote a respectful dialog about the structure and direction of DukeEngage programs.

(Calendar years 2014, 2016)



3. DukeEngage staff will undertake a review of our planning process so as to more fully integrate community partners in the development of programs and training of student participants, to receive program evaluation and assessment data, and to identify new points of contact and information exchange throughout the DukeEngage planning cycle.

(Calendar years 2013-2017)

4. DukeEngage staff, in consultation with a working group of community partners, will formulate a set of principles to guide our community-campus partnerships.

(Calendar year 2014)

Benchmark to measure our progress

Based on survey data, 75% of DukeEngage community partners in 2017 will rate the program as an excellent or good on these dimensions: reciprocity, information exchange and the impact of student volunteers.

GOAL 4: EXPANDING CIVIC ENGAGEMENT OPPORTUNITIES IN THE UNITED STATES

DukeEngage will be recognized for its commitment to provide Duke students with meaningful and varied opportunities to serve more communities in the United States.

The Issue

The volunteer service of DukeEngage participants in the United States is particularly impactful for communities. Yet, just a quarter of our participants serve in the U.S. This calls upon us to expand

and enhance the number, location and range of volunteer opportunities participants have to serve in this country.

What we do now

The number of group programs in the U.S. has grown from four in 2008 to 11 in 2012, and number of participants from 71 to 117 respectively. In 2012, students volunteering in the U.S. comprise 28% of all of the DukeEngage students participating in group programs. In addition to more than 450 students who have volunteered with U.S.-based group programs, 48 more have completed independent projects in this country over the past five years.

U.S.-based group programs have served urban communities in Seattle; Portland, OR; St. Louis; Washington, D.C.; Charlotte; Durham; New York City; and New Orleans. We have offered programs as well in rural communities in eastern North Carolina, New Mexico, South Carolina, and south coastal Louisiana. Urban communities outside North Carolina have generally attracted the greatest student interest, as have those that offer participants a choice among a wide variety of community partner placements. Moreover, urban programs that have robust ties to Duke Alumni clubs also attract higher enrollments. Comparatively, there have tended to be fewer applications to rural programs in which participants volunteer with one or two community partners and to programs in North Carolina in general.

Survey data from the community organizations with which DukeEngage partners in the United States reflect high levels of satisfaction with hosting program participants, and participants tend to report more specific accomplishments or outcomes of their volunteer service. In the 2010 survey of domestic and international community partners, more than 75% of community partner supervisors reported that DukeEngage



students had a great impact on the community with which they served. Among students participating in domestic programs in 2010, nearly 78% reported that they made a tangible contribution to the host organization or community.

The challenges

From its inception, DukeEngage has understood its mission to foster student development through volunteer action of consequence for communities abroad and in the United States. Each year, we have been fortunate to find both a cadre of visionary faculty with research ties to communities around the world as well as a number of VSOs deeply connected to providing solutions for unmet social needs to lead our programs abroad. Indeed, without the varied ranks of program leaders, DukeEngage would not have the achieved the success it enjoys today. Yet, also from the outset, it has been challenging to find and retain faculty leadership for group programs located in the United States, perhaps because comparatively more faculty are engaged in research abroad. Because of this, members of the DukeEngage office staff have been called to lead several U.S. programs in addition to their other program responsibilities. Still, some progress has been made. Of the 11 domestic programs offered in 2012, nine are led by faculty. Additionally, relatively few VSOs specialize in volunteer placements in the United States.

Unevenness in the ranks of potential leadership is but one challenge. There has been a mismatch between the location and focus of some of our domestic programs and the interest of potential applicants in them, which has depressed enrollments in otherwise meaningful DukeEngage programs offered in rural communities in North Carolina, South Carolina, Louisiana, and New Mexico.

Finally, the number of students pursuing independent projects in the United States has declined each year since 2008, reaching a low of just one U.S.-based participant in 2012.

How we will expand opportunities for Duke students to serve communities in the United States and abroad

For DukeEngage to succeed in reaching this goal, we must: expand the pool of faculty and organizations that send and manage volunteers in U.S. communities; promote student interest in applying to U.S.-based group programs; and enhance the planning resources available to students who wish to pursue an independent project through DukeEngage.

1. DukeEngage will prioritize the development of new group programs based in urban areas of the United States through its annual calls for site exploration and new program proposals.

(Academic year 2012 and ongoing)

2. DukeEngage will double the number of students accepted to the program it currently offers in Washington, D.C. and increase, as necessary, the number of participating community partners there.

(Academic year 2013-2014)

3. DukeEngage will identify a minimum of two volunteer sending or managing organizations in the United States to develop new group programs for which they will assume responsibility for program logistics and which a Duke faculty member will lead.

(Academic year 2013-2014)

4. By substituting new domestic group programs for international programs that cease, DukeEngage will increase the share of group programs in the United States.

(Academic year 2012 and ongoing)

5. DukeEngage staff will prepare and publicize a resource guide for students who are interested in pursuing an independent project in the United States, and incorporate this information into student advising services.

(Academic year 2014)



Benchmarks to measure our progress

- In 2017, 35% of all participants in DukeEngage group programs will serve communities in the United States.
- In 2017, 15% of all DukeEngage participants pursuing independent projects will serve communities in the United States.

GOAL 5: ENROLLMENT GROWTH

DukeEngage will recommit itself to the goal of enrolling 600 students annually by 2017.

The issue

Initially, Duke University set the aspirational goal of providing 10% of all undergraduates, or about 600 students, the opportunity to participate in DukeEngage annually. As of 2012, over 900 students applied to DukeEngage which, with current budgetary and staffing resources, can currently enroll 450. We remain committed to realizing the original charge to DukeEngage of an enrollment of 600, but proceed with the understanding we can do so only within the context of more effectively using existing and securing additional resources.

What we do now

Enrollments in DukeEngage have grown incrementally from 368 in 2008 to 450 in 2012. As we have had opportunities to increase enrollment, we have added group programs around the world and within the United States, while maintaining a fairly constant number of opportunities for students pursuing independent projects. DukeEngage is a logistically complex, globally distributed program.

As such, we treat each expansion as an opportunity for growth not only in numbers, but also in program excellence. At a minimum, each decision to increase enrollments requires four elements: marshaling significant new financial resources; identifying student interest; aligning the choice of new programs with strategic initiatives and priorities at Duke; and recruiting the creative talents and leadership of faculty, University staff, volunteer sending organizations and community partners. Faculty interest and willingness to lead new group programs and the ability of volunteer sending organizations to customize programs in new regions have been the chief drivers of growth to accommodate greater numbers of participants, and much of that growth has been abroad.

The challenges

To increase enrollments in DukeEngage in the future, we must not only secure new resources, but just as importantly embrace a disciplined approach to maximizing and, in some instances, redeploying existing resources.

How we will work toward the goal of enrolling 600 participants in 2017

We will work toward this goal incrementally by realizing these objectives:

1. DukeEngage will commit staff time and effort to raising funds to underwrite the cost of larger enrollments. (See GOAL 6.)

(Calendar year 2012 and ongoing)

2. DukeEngage will adhere to an enrollment management plan that provides for sustainable mix of group programs that offer students volunteer opportunities based in the United States and abroad, and that maintains the current proportion of students pursuing independent projects.

(Academic year 2012-13 and ongoing)



3. DukeEngage will peg the future growth of administrative staff to attaining specific enrollment targets.

(Academic year 2014 and ongoing)

4. DukeEngage will conduct a thorough review of the administration and budgeting of its group programs, and redirect cost savings to underwriting the cost of expanding enrollments.

(Academic year 2012 and ongoing)

Benchmarks to measure our progress

□ To reach the target enrollment of 600, DukeEngage will prioritize an increase in the number of students participating in programs and projects based in the United States. In 2017, DukeEngage will enroll 65 students in independent projects, of whom 10 will serve in the U.S.; and 187 students in group programs based in this country, with 348 enrolled in international programs.

GOAL 6: RESOURCE DEVELOPMENT

DukeEngage will raise at least an additional \$20 million in current and endowment support as part of the comprehensive campaign that launched in September 2012.

The Issue

Demand for DukeEngage far outpaces the funding we have to meet it. Despite significant endowment resources and support from Duke's central operating funds, we turn away nearly 50% of the students who apply to DukeEngage, and it is clear that many of them are qualified to participate. As DukeEngage is now the leading reason that high school students cite for applying to Duke, demand for this signature program has increased and is likely to continue to do so. Building quality programs that

provide developmental opportunities for our students, and real contributions for our community partners will always be a top priority of ours. Similarly, we need increased resources to grow our program over time. This growth should not only be in the numbers of Duke students that we fund but also in the quality and depth of our programs.

What we do now

The inaugural members of the DukeEngage National Advisory Board (DENAB) were recruited to provide the Executive Director with input and guidance from several key constituencies – trustees, faculty, local community leadership and interested alumni, particularly those with a demonstrated interest in civic engagement or active involvement in the non-profit sector. Beginning with the fall 2009 meeting of the DENAB and through subsequent consultation, members of the inaugural board approved a plan to expand the board over the next several years.

DukeEngage was fortunate to have had a \$30 million dollar endowment before the program even existed. Over the last two years, as we have expanded our National Advisory Board to focus on development, we have been able to raise an additional \$4 million in endowment and expendable gifts. Even with these successes, the University still supports the program with nearly \$3 million from general operating funds. We have initiated a number of cost containment measures to insure that we use our funds well.

The challenges

As the University launches a comprehensive campaign in the fall of 2012, there are many University needs and priorities to be met. DukeEngage has been earmarked as a campaign priority. As a signature program of the University with great success in its first five years, the appeal to donors is clear and powerful. In the fundraising effort, however, we must balance the goal of providing budget relief for the University while at the same time increasing our resources in order to broaden and deepen the program.



How we will raise at least an additional \$20 million of endowment as part of Duke's comprehensive campaign

As part of the comprehensive campaign, it is our goal to raise at least an additional \$20 million. It is also the strong sense of our National Advisory Board that we should be able to raise more, and the University has agreed to revise this initial goal if we achieve early successes. We project that roughly 75% of all new monies will go toward increasing student enrollment, building additional programs and expanding faculty involvement, while 25% will go to offsetting resources from Duke operating funds.

1. DukeEngage will continue to partner with members of its National Advisory Board.

We will continue to expand our National Advisory Board to at least 25 members by 2017. This will continue to represent a balance among alumni and friends who are current and potential major gift donors, national civic engagement experts and community partners. As in the past, the Board will be called upon to advise across a broad range of programmatic areas, with a special focus on development. Members will continue to meet in person twice a year and communicate twice through conference calls.

(Completed Academic year 2017)

2. DukeEngage will prepare a compelling case statement and persuasive, informative communications materials.

Our Director of Communications has over the years produced a wide variety of effective print, photographic and video materials aimed to extend our outreach to students as well as to provide a powerful introduction of our program to current and potential donors. These materials and our case statement will link the key strategic priorities in this report to our overall development goals. It also makes use of the extensive evaluation and assessment data that we have in order to document the impact that DukeEngage has on our students and the communities that they serve.

(Calendar year 2013)

3. The Executive Director of DukeEngage will work collaboratively with University Development colleagues to identify and solicit potential donors.

The Executive Director commits to travel widely to meet with potential donors interested in advancing the program. In partnership with Colleen Fitzpatrick, Assistant Vice President (AVP) for Trinity College and Undergraduate Education, the Executive Director will coordinate travel to key areas to visit potential donors and to provide programmatic updates to current donors. The Development team has created a "watch list" of potential donors, which will continue to be enriched with new prospects. The AVP will coordinate with gift officers to monitor progress toward solicitations on behalf of DukeEngage and to prioritize the Executive Director's travel to achieve the greatest results.

(Calendar year 2013 and ongoing)

Benchmarks to measure our progress

- DukeEngage will prepare a clear and compelling case statement by January of 2013.
- The Executive Director will make at least six development visits per year during the capital campaign, which will include hosted dinners and other development events.

V. STRATEGIC PLAN IMPLEMENTATION

In the spring of 2013, DukeEngage staff will hold a series of goal cascading sessions, the purpose of which will be to develop specific action plans to accomplish each goal in our strategic plan. This will be completed by May 2013. As part of this implementation plan, we will carefully consider our staffing needs for program growth. We will undertake a mid-point review of the overall strategic plan and its implementation in spring 2014 and present the Provost and Vice Provost for Undergraduate Education a status report by June 1, 2014. That report will track our progress to date and chart the path for the full implementation of the plan by July 1, 2017.



APPENDIX

OUR MISSION

DukeEngage empowers students to address critical human needs through immersive service, in the process transforming students, advancing the University's educational mission, and providing meaningful assistance to communities in the U.S. and abroad

WHAT DUKEENGAGE VALUES

We are guided by five core values as we connect Duke University undergraduates with domestic and international communities in meaningful service partnerships. These core values inform everything that we do.

- **DukeEngage values education through immersive civic engagement as the fundamental goal of our work.** Components of this core value include:
 - Reflection as part of our established pedagogy
 - On-going assessment of the ways in which students' service enriches their education
 - Development and promotion of post-service connections to a student's life at Duke
- **DukeEngage values community driven service with our domestic and international community partners as a means to addressing pressing human needs.** Components of this core value include:
 - Community driven service where issue identification, project implementation, and evaluation of service impact is accomplished in collaboration with communities served through direct service, capacity building activities and community based research
 - A spirit of reciprocity that recognizes the mutual benefits that partners realize when they are open to learning from each other
 - Meaningful reflection on our interdependence with communities and the short- and long-term impact of our students' service on these communities
- **DukeEngage values participants who pursue their service with humility, respect and curiosity, and who seek to understand how global inequalities shape our world.** Components of this core value include:
 - Deep, deliberate exploration of cultural assumptions and worldviews
 - Development in the areas of collaboration, cross-cultural awareness and personal responsibility
 - The "engaged journey" during which students question who they are, what they're doing, and how they nurture or hinder community development
- **DukeEngage values ongoing service by its students to local, national and international communities.** Components of this core value include:
 - Post-experience outreach and education on behalf of one's greater community through advocacy and awareness efforts
 - The cultivation of a lifelong commitment to civic engagement in its many forms
 - A deeper appreciation of the different modes of social change that can be achieved through political engagement
- **DukeEngage values responsible stewardship of financial, environmental and human resources.** Components of this core value include:
 - Allocation of resources to maximize positive outcomes for communities and students
 - Continuing review of health and safety considerations that impact our students and host communities
 - An awareness of the environmental impact of what we do at home and abroad

